**K-5 Math Lesson Plan**

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| **Teacher: Archer** | | | **Grade: 3rd** | | | **Date(s)**: Day 2 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Prior to task 1** | | |
| **Essential Question(s): How do I use place value to determine the value of digits and numbers up to 1000?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Overhead**  **Place value charts and blocks**  **“I Have, Who Has” game cards** | | **Student:**  **M&M’s**  **place value charts and blocks** | | | **Place value, digits, ones, tens, hundreds, expanded form, decompose, standard form, word form, value** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 3NBT2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.** | | | | | |
| **I Can Statement(s): I can figure out the value of a digit and/or a number using place value.**  **I can read and write whole numbers to 1,000.**  **I can represent numbers using expanded, word form, and standard form.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Play the game “I have, who has?” using 2 digit numbers. | | | | | |
| **Teacher Directed/Guided Practice: 1. Pretest**  **2. Teacher hands out 3 M&Ms to each student. (brown, orange, green) brown=1s place orange=tens place green=hundreds place. Teacher hands out colored cards to students with numbers on them indicating the digit in each place. Teacher models how to make a place value chart while students make their own. Students write number in standard form on place value chart. Students model same numbers with base 10 blocks. Teacher models figuring out expanded form for one example, or more if needed. Students write their number in expanded form. Last, students determine the value of each digit by counting ones, 10s, and 100s. Students write sentence using sentence frame: “The value of the ones place is \_\_\_\_\_. The value of the tens place is \_\_\_\_\_. The value of the hundreds place is \_\_\_\_\_.** | | | | | |
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| **Teacher gives each student an index card with a number on it. Students divide a sheet of paper into 4 sections and show the number in the following forms: models, expanded form, and word form.** | | | | | |
| **Closing/Summarizing Strategy: Journal: explain how to figure out expanded form of a number.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **Numbers in the 1000s** | | | **Smaller numbers, no 0s in numbers, work with a partner** | | | **Sentence frames, students answer orally, discuss with partner** |
| **Assessment(s):**  Journal and 4 boxes activity. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |